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ABSTRACT

This document presents the results of a feasibility study conducted by the Consortium for Development of Research Potential in Education (CORD) to determine if the 5 institutions in the Detroit area that comprise CORD can pool their resources to provide a coordinated institute for re-educating the conventionally trained teachers in multicultural dimensions. More specifically, the objectives of the study were to: (1) design a plan for re-educating certified urban teachers in multicultural dimensions, utilizing the resources of the CORD colleges; (2) obtaining the cooperation of key personnel in the surrounding school districts; (3) design a credit and sharing plan by which personnel and facilities of each of the CORD colleges would be pooled as sources of the learning array; and (4) recruit certified teachers from the above school systems. The design for a complete Institute for Re-Educating Certified Urban Teachers in Multicultural Dimensions is included in the report. (Author/HS)

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Final Report

Project No. 7-E-172X
Grant No. OEG-1-7-070172
4302 (508)

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CORD CONDUCTS A FEASIBILITY STUDY

August 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development
Regional Research Program (V)

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Final Report

Project No. 7-E-172X
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CORD CONDUCTS A FEASIBILITY STUDY

Sister Gilmary Best

Mercy College of Detroit
Detroit, Michigan 48219

August 1972

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development
Regional Research Program (V)

ABSTRACT

The CORD colleges, Detroit Institute of Technology, Madonna College, Marygrove College, Mercy College of Detroit, and Shaw College at Detroit, for the year 1971-1972, were re-funded for the distinct purpose of carrying out the following objective: To make possible future long-term cooperative arrangements for educational improvement. The energies of the consortium have been directed, therefore, toward a feasibility study concerned with the problem: "Can existing resources of the CORD urban institutions be pooled and further developed to provide a coordinated institute for re-educating the conventionally trained teachers successfully and rapidly in multicultural dimensions?"

The specific objectives were to:

1. Design a plan for re-educating certified urban teachers in multicultural dimensions, utilizing the resources of the CORD colleges.

2. Obtaining the cooperation of key personnel in the surrounding school districts, such as Detroit, Hamtramck, Highland Park, Royal Oak, and Ferndale.

3. Design a credit and sharing plan by which personnel and facilities of each of the CORD colleges would be pooled as sources of the learning array.

4. Recruit certified teachers from the above school systems.

5. (Submit the entire plan to some funding body.)

The activities of the CORD Director and the CORD Representatives in the pursuance of these objectives have been as follows:

1. Planning meetings for establishing procedures for conducting the feasibility study.

2. Cooperation of the five colleges represented in a further symposium entitled Multicultural Education Symposium (for higher education faculty and invited observers) held at Shaw College at Detroit.

3. Production and Distribution of a Personnel Questionnaire to every faculty member of the five CORD colleges. (See Table I)

4. Production and compilation of a Facilities Check for each of the same five colleges.

5. Compilation of all data thus accumulated into composite charts.

6. Production of a design for a complete Institute for Re-Educating Certified Urban Teachers in Multicultural Dimensions.

Concomitant with the feasibility study mentioned above, the Director of CORD, Sister Gilmary Best, received a small research contract entitled: Validating Performance Models for Re-Educating Certified Urban Teachers in Multicultural Dimensions. The Institute, as designed, has been based upon these eight performance models, which are filed in the Appendix.

ACKNOWLEDGEMENTS

The Director wishes to acknowledge a debt of gratitude to the late Dr. Joseph Murnin, formerly Acting Commissioner of the Regional U.S.O.E., Region V, for his initiation of the Consortium for Development of Research Potential in Education, for his personal involvement in its development, for his encouragement of its projects and progress, and for his presence at a number of its institutes, workshops, and meetings. Deep appreciation is also due Mrs. Ellen Dye, formerly Research Associate of the same region, for her advice, presence, and guidance.

Vincent G. Portelli, Controller for Mercy College of Detroit, has been the financial counselor behind the entire project. Without his wisdom and encouragement, the whole program could not have succeeded.

To Dr. Phyllis Freeman and William Poffenberger, who spent so many hours, expended so much energy, and contributed so many ideas in the formation of the plan of the proposed institute, similar expressions of appreciation and gratitude are due. And finally, the total project could not have been successfully integrated and printed without the commitment and secretarial skill of Mrs. Mae McDaid.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	1
LIST OF TABLES	3
I. INTRODUCTION	4
II. CONDUCTING THE FEASIBILITY STUDY	7
III. DEVELOPMENT OF THE INSTITUTE	22
THE INSTITUTE	26
OUTLINE OF VALIDATION PROCEDURES	34
APPENDIX	36
EXHIBIT A. THE EIGHT VALIDATED PERFORMANCE MODELS	37
1. Language Aspects of Culture	
2. Motivational Patterns Rooted in Culture	
3. Culture Impacted Learning Style	
4. Time Orientation	
5. Patterns of Family Relationships	
6. Cultural Sexual Aspects	
7. Folkloria	
8. Special Rites and Customs	
EXHIBIT B. LIST OF RATERS; DIRECTIONS FOR RATING; TABLE OF NUMERICAL RATINGS; AND SUMMARY OF STATISTICAL ANALYSES	54
BIBLIOGRAPHY	59

LIST OF TABLES

Table		Page
I.	Sample Questionnaire: Personnel Resources	8
II.	Personnel Resources: Detroit Institute of Technology	9
III.	Personnel Resources: Madonna College	10
IV.	Personnel Resources: Marygrove College	11
V.	Personnel Resources: Mercy College of Detroit	12
VI.	Personnel Resources: Shaw College at Detroit	13
VII.	Personnel Resources: Composite Consortium Colleges	14
VIII.	Facilities: Detroit Institute of Technology	16
IX.	Facilities: Madonna College	17
X.	Facilities: Marygrove College	18
XI.	Facilities: Mercy College of Detroit	19
XII.	Facilities: Shaw College at Detroit	20
XIII.	Facilities: Composite Consortium Colleges	21
XIV.	Chart: Schedule of Proposed Institute	27
XV.	Rating of Models for Re-Educating Urban Teachers	57

INTRODUCTION

In the academic year 1967-1968, encouraged by Dr. Joseph Murnin, Director of Educational Research, Region V, Mercy, Marygrove, and Madonna Colleges of Metropolitan Detroit joined forces, under the sponsorship of Eastern Michigan University, in a cooperative effort to stimulate interest in educational research and increase faculty competence to do research on educational problems. This effort was financially supported by the United States Office of Education under Project No. 7E-172-X, entitled: "Consortium for Development of Research Potential in Education".

CORD had for its specific purposes:

1. Obtaining greater university commitment to research efforts as a basis for solving educational problems.

2. Making possible future long-term cooperative arrangements for education improvement.

3. Introducing new ways of work for solving common problems that may have a ripple-effect in terms of involvement of additional developing institutions.

4. Publishing and disseminating information that results from research studies that have relevance for the developing institution.

Through its institutes, workshops, and personal contact with the respective representatives in the production of proposals for funding, objectives #1, 3, and 4 seem to have been accomplished.

With respect to #1, CORD has funded 84 research projects since the fall of 1967. In each of the four subsequent years, the proposals submitted have been increasingly sophisticated and fund-worthy.

With respect to objective #3, CORD has grown from a three-college research consortium to a five-college consortium: Marygrove College, Mercy College of Detroit, Madonna College, Detroit Institute of Technology, and Shaw College at Detroit.

With respect to objective #4: 1. Articles or brochures have been published by -- Sister Mary Joela, Sister Caroline M. Gillen, Sister Mary Celeste Schneider, Sister Gilmary Best, Jeff O'Den and Hal Blay, Edward G. King (two published), and Sister Jean Mayer; 2. A number of faculty persons have received awards and/or grants as a result of CORD work -- Sister M. dePaul Palaszek and Sister M. Elise Michelin, Dr. June Slobodian, Sister Gilmary Best, Sister Avila McMahon, Sister Rosita Schiller, and Sister Caroline M. Gillen; 3. Several faculty members have had their dissertations for their doctoral degree funded in part by CORD and others have built their doctoral dissertation on pilot projects funded by CORD -- Sister Mary Laubacher, Sister Caroline Mary Gillen, Sister Jannita Marie Complo, Sister Francetta, Sister Mary Corina Christie, and Donald Walker.

The CORD colleges for the year, 1971-1972, were re-funded for the distinct purpose of carrying out objective #2: "Making possible future long-term cooperative arrangements for education improvement," based upon a research symposium on urban problems of higher education, held on June 6, 1970, and upon the research projects of 1970-1971 (most of which were focused on urban problems of higher education). The energies of the consortium have been directed, therefore, toward a feasibility study concerned with the problem: "Can existing resources of the CORD urban institutions be pooled and further developed to provide a coordinated institute for re-educating the conventionally trained teachers successfully and rapidly in multicultural dimensions?"

The specific objectives were to:

1. Design a plan for re-educating certified urban teachers in multicultural dimensions, utilizing the resources of the CORD colleges.

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6. Production of a design for a complete Institute for Re-Educating Certified Urban Teachers in Multicultural Dimensions.

Concomitant with the feasibility study mentioned above, the Director of CORD, Sister Gilmary Best, received a small research contract entitled: Validating Performance Models for Re-Educating Certified Urban Teachers in Multicultural Dimensions. The Institute, as designed, has been based upon these eight performance models, which are filed in the Appendix.

CONDUCTING THE FEASIBILITY STUDY

A series of planning meetings were held involving the five representatives of the CORD colleges for determining the best mode for accomplishing the feasibility study. Sister Gilmary Best, Director of CORD, shared with the other members the eight areas that had been identified as strategic in the area of multicultural education. They are: Language Aspects of Culture, Motivational Patterns Rooted in Culture, Culture Impacted Learning Style, Time Orientation, Patterns of Family Relationships, Cultural Sexual Aspects, Folkloria, Special Rites and Customs.

It was finally decided that two surveys were necessary:

1. A questionnaire, to be submitted to every academic member of the five CORD colleges, surveying their competencies and experiences with various cultures in the eight areas listed above. (See Table I on the following page.)

2. A facilities checklist to assay the books, media, space, and equipment available in support of a multicultural institute.

A total of 100 administrators and faculty members responded from the five colleges, demonstrating competence and/or experience with thirteen different cultural groups and in every facet of the eight areas defined. These results were compiled for each college (See Tables II to VI) and a final composite chart for all five institutes was produced. (See Table VII)

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TABLE I

SURVEY FORM: PERSONNEL RESOURCES

Dear Faculty Member:

Will you please complete this questionnaire and return it to Sister Gilmary Best's mailbox just as soon as possible. The information is needed in connection with a feasibility study being conducted by CORD, as explained in the recent CORD Newsletter which you received.

Name_____

College_____

Degrees, please check:

B.A._____ Major_____ Minor_____

M.A. or M ed._____ _____ _____

Doctorate_____

Other areas of competency_____

_____

Special experiences with various cultures, please check i.e.: Black American____

Mexican American____ Puerto Rican_____ American Indian____ East Indian_____

Others, please list_____ _____

_____

Please check if you have any special knowledge, personal experience, or teaching experience even faintly touching on any of the following categories:

I. Language Aspects of Culture____

II. Motivational Patterns Rooted in Culture_____

III. Culture-Impacted Learning Styles____

IV. Patterns of Family Relationships in cultures other than Anglo American___

V. Folkloria of any culture_____

VI. Time Orientation in some other culture outside of white middle class American____

VII. Cultural-Sexual Aspects_____

VIII. Civic Orientation with respect to culture_____

IX. Special Rites or Customs rooted in culture_____

Would you please give a brief description, on the reverse side, of any of the special experiences, personal or teaching, which you have checked above.

TABLE II

PERSONNEL RESOURCES, DETROIT INSTITUTE OF TECHNOLOGY

Special Experiences with various cultures:	Bailey Ph.D.	Comard J.D.	Holm M.A.	LaPlante M.A.	Poffenberger M.A.	Rogan Ph.D.	Stamper M.A.	Wrobel B.A.	Zielesch M.A.
Black American		✓			✓			✓	
Mexican American	✓		✓						
Puerto Rican			✓						
American Indian									
East Indian					✓				
French Canadian				✓					
Language Aspects of Culture			✓			✓			
Motivational Patterns Rooted in Culture					✓	✓			
Culture-Impacted Learning Styles						✓		✓	
Patterns of Family Relationships in cultures other than Anglo American				✓		✓			
Folkloria of any culture						✓			
Time Orientation in some other culture outside of white middle class American						✓			
Cultural-Sexual Aspects						✓			
Civic Orientation with respect to culture						✓			
Special Rites or Customs rooted in culture				✓		✓			

TABLE III

PERSONNEL RESOURCES, MADONNA COLLEGE

Special Experiences with various cultures:	Sr. M. Damascene Brocke Ph.D.	Randal Hoyer M.E.+	Sr. M. Lauriana Ed.D.	Sr. M. Martinez Rozek M.E.	
Black American					
Mexican American				✓	
American Indian	✓				
Albanian				✓	
Minority Groups		✓			
Language Aspects of Culture					
Motivational Patterns Rooted in Culture					
Culture-Impacted Learning Styles					
Patterns of Family Relationships in cultures other than Anglo American	✓		✓		
Folkloria of any culture					
Time Orientation in some other culture outside of white middle class American		✓			
Cultural-Sexual Aspects					
Civic Orientation with respect to culture					
Special Rites or Customs rooted in culture	✓				

TABLE IV

PERSONNEL RESOURCES, MARYGROVE COLLEGE

Special Experiences with various cultures:	Sr. Margaret Louise Allen, M.A.+	Sr. Hilda Bonham Ph.D.	Fr. Michael Callahan M.A.	Mrs. Yvonne Parks Catchings M.A.	Sr. M. Chrysostom M.A.+	Sr. Jannita Marie Complo Ed.D.	Donalyn S. Cukay M.F.A.	Miss Thomasine A. Czach M.E.	Miss Linda Delene M.B.A.	Sr. Yvonne Denomme Ed.D.	Sr. Marguerite Donnelly Ed.D.	Sr. Marguerite Donoghue M.S.	Sr. Gerardine Duffy M.E.	Sr. Marie Hopkins Ph.D.	Sr. Edith Kenny B.A.	Dr. Edward G. King Ph.D.	Sr. Elizabeth Mary Larson M.A.	Sr. Ruth M. Mangold Ed.D.	Sr. Rose Matthew Ph.D.	Sr. Jean Meyer Ph.D.	Sr. Dorothy Ann Murphy M.E.	Sr. Sharon Roach M.E.	Sr. Antoinette Ruediguell Ed.D.	Sr. Rose Mary Sam M.A.	Sr. Christina Schwartz Ph.D.	Sr. Dorothy Seebaldt M.E.	Sr. Josephine Sferrella M.A.+	Sr. Gabrielline Wagener Ed.D.
Black American		✓		✓		✓			✓	✓			✓	✓					✓	✓	✓			✓			✓	
Mexican American						✓						✓			✓								✓	✓	✓		✓	
Puerto Rican						✓											✓							✓			✓	
American Indian	✓					✓			✓																		✓	
East Indian						✓																						
French			✓		✓																							✓
Latin American			✓		✓						✓																	
Orientals											✓																	
German																		✓										
Language Aspects of Culture	✓			✓	✓					✓			✓			✓		✓		✓	✓		✓	✓		✓		
Motivational Patterns Rooted in Culture				✓					✓	✓	✓				✓			✓	✓	✓	✓		✓	✓			✓	✓
Culture-Impacted Learning Styles				✓						✓					✓			✓	✓	✓	✓		✓	✓			✓	
Patterns of Family Relationships other than Anglo American				✓			✓		✓						✓		✓	✓	✓	✓	✓		✓	✓			✓	✓
Folkloria of any culture	✓			✓	✓		✓		✓						✓			✓					✓	✓			✓	
Time Orientation in some other culture outside of white middle class American			✓	✓					✓				✓		✓			✓	✓	✓	✓		✓	✓			✓	✓
Cultural-Sexual Aspects				✓												✓		✓		✓			✓	✓		✓	✓	
Civic Orientation with respect to culture				✓				✓										✓		✓	✓		✓	✓			✓	
Special Rites or Customs rooted in culture				✓														✓		✓		✓	✓	✓		✓	✓	✓

TABLE V

PERSONNEL RESOURCES, MERCY COLLEGE OF DETROIT

Special Experiences with various cultures:	Dorothy Ardisson M.A.	M. Callahan M.A.	Arthur Capodilupo M.A.	John Clancy Ph.D.	Carol Cunningham MSN	Paul Cusick M.A.	David Cylkowski M.A.+	Walter Davis MSW	Joel Ebersole MM+	Philip Pedewa Ph.D.	James Foote M.A.	Sr. Mary Georgia M.A.	Sr. Ramona Gerard M.E.	Werner Glas M.A.+	Sr. Kathryn Grant M.E.	John Gray Ph.D.	Phyllis Hodes M.A.+	Sr. Julienne Howell M.E.	Kenneth Iverson Ed.D.	Douglas J. Kolb Ed.D.	Anne Marie Lopez MSN	Virginia Maturen MSN	Sr. Elise Michelin M.S.	William Nolan M.A.	Caroline Schuetzinger Ph.D.	Kenneth Smith Ph.D.	Sr. Jane Sugrue M.A.	Honor Ulveling M.A.	Nancy Wilmes M.S.	Albert Zolton M.A.
Black American						✓		✓												✓		✓							
American Indian														✓							✓								
East Indian																													
Mexican American														✓								✓				✓			
Puerto Rican																										✓			
Language Aspects of Culture					✓							✓	✓									✓			✓	✓	✓		✓
Motivational Patterns Rooted in Culture				✓							✓									✓		✓			✓				✓
Culture-Impacted Learning Styles																						✓				✓			
Patterns of Family Relationships in cultures other than Anglo American					✓			✓			✓									✓		✓							✓
Folkloria of any culture										✓																	✓		
Time Orientation in some other culture outside of white middle class American					✓						✓											✓				✓			
Cultural-Sexual Aspects					✓	✓					✓											✓							✓
Civic Orientation with respect to culture		✓									✓					✓													
Special Rites or Customs rooted in culture											✓																		

TABLE VI

PERSONNEL RESOURCES, SHAW COLLEGE

Special Experiences with various cultures:	Calvin DeBardeleben, M.A.+	Rev. George Bell, B.A.	Rev. Bronsted, B.A.	Everett Davis, M.A.	Phyllis Freeman, Ed.D.	David Friedrichs, Ph.D.	William Hill, M.A.	James Holly, M.A.	Marie Jackson, Ph.D.	Kamuyu Kaug'ethe, M.A.	Rudy McPherson, M.E.+	Carol Miller, M.A.	Gregory Mims, M.S.	Jeff O'Den, B.A.	Irv. Rabideau, Ph.D.	Marlyne Roham, M.A.	James Streeter, M.A.	Joan Vandergriff, M.A.	Jose Vaz-Vieira, M.F.A.	
Black American	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Mexican American									✓		✓						✓	✓		
Puerto Rican									✓		✓									
American Indian						✓														
Latin American						✓														
African		✓								✓										
Portuguese																			✓	
Finnish, Norwegian, and German			✓										✓							
Language Aspects of Culture	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Motivational Patterns Rooted in Culture	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓		
Culture-Impacted Learning Styles	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
Patterns of Family Relationships other than Anglo American	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓		
Folkloria of any culture	✓	✓		✓	✓	✓		✓	✓	✓	✓					✓	✓	✓		
Time Orientation in some other culture outside of white middle class American	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓	✓		
Cultural-Sexual Aspects	✓	✓		✓	✓	✓		✓	✓	✓							✓	✓		
Civic Orientation with respect to culture	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓		✓		✓	✓		
Special Rites or Customs rooted in culture	✓	✓		✓	✓	✓		✓	✓	✓							✓	✓		

TABLE VII

PERSONNEL: COMPOSITE CONSORTIUM COLLEGES

Special Experiences with various cultures:	Detroit Institute of Technology	Madonna College	Marygrove College	Mercy College of Detroit	Shaw College at Detroit	Total: Consortium Colleges
Black American	3		12	4	17	36
Mexican American	2	1	7	3	4	17
Puerto Rican	1		4	1	2	8
American Indian		1	4	2	1	8
East Indian	1		1			2
Latin American			4		1	5
Oriental			1			1
European	1	2	5		2	10
Language Aspects of Culture	2		12	8	17	39
Motivational Patterns Rooted in Culture	2		13	6	14	35
Culture-Impacted Learning Styles	2		10	2	15	29
Patterns of Family Relationships other than Anglo American	2	2	13	6	14	37
Folklorla of any culture	1		10	2	13	26
Time Orientation in some other culture outside of white middle class American	1	1	13	4	14	33
Cultural-Sexual Aspects	1		8	5	10	24
Civic Orientation with respect to culture	1		8	3	13	25
Special Rites or Customs rooted in culture	2	1	9	1	10	23

In assaying the facilities resources of the five colleges, a similar plan was followed: Print and non-print (media) were surveyed, demonstrating a total of 3,469 books published from 1960 or later, dealing with ethnic groups and a total of 231 forms of non-print software covering the same fields. Sixty-five space facilities for housing special facets of an institute were revealed with 60 different types of projectors on hand. Printing facilities were available at all institutions and observational facilities at four. (See Table VIII to XIII.)

The student populations were also assessed and when the total results were counted, it was noted that there are 1,849 students of cultures other than White American in attendance at the five cooperating institutions. (See Table XIII, p. 21.)

TABLE VIII

Name of Institution Detroit Institute of Technology

Library Facilities:

Print -- 1. Books (approximate number of books from 1960 on dealing with ethnic groups, minority groups, in fields of sociology, psychology, and education) No. 2,024

2. Periodicals (any periodical which may have relevance, for example: U.S.O.E. American Education, Social Education, etc.) No. 60

Non-Print -- (Any media dealing with any facet of multi-ethnic, multicultural dimensions)

1. Filmstrips for Art No. 2
2. Slide sets -- Art only No. 1
3. 8 mm or 16 mm films No. 2
4. Single-concept films No. 0

Others _____ No. _____

_____ No. _____

Space: Any rooms that have special features, such as

	Please Check
screens	_____
Multiple electric outlets	2 rooms
opaque shades	2
open floor areas	None
other _____	_____
_____	_____

Equipment

Recording tape + overhead projector (2)

	Please Check 1 on order
1. VTR (Video Tape Recorder)	X
2. 16 mm projector	_____
3. 8 mm projector	_____
4. single concept	_____
5. microfilm readers and microfiche	X
6. printing facilities -- thermofax	X
Opaque Projector (2) Mimeograph	X
Tape Recorders (3) Hectograph	_____
Record Players (2)	_____

Special facilities for observation and intern work

	Please check
1. experimental pre-school and kindergarten	--
2. nursery schools	--
3. counselling offices	--
4. testing rooms	--
other _____	_____
_____	_____
_____	_____

Approximate college ethnic population

	No.
1. Black American	640
2. Spanish Speaking	220
3. American Indian	4
4. East Indian	1
other _____	350
_____	65

TABLE IX

Name of Institution Madonna College

Library Facilities:

Print --	1.	Books (approximate number of books from 1960 on dealing with ethnic groups, minority groups, in fields of sociology, psychology, literature, history, and education)	No. 250 90% black literature
	2.	Periodicals (any periodical which may have relevance, for example: U.S.O.E. American Education, Social Education, etc.)	No. 41
Non-Print--(Any media dealing with any facet of multi-ethnic, multicultural dimensions)			
	1.	Filmstrips-sound sets	No. 16
	2.	Slide sets	No. --
	3.	8 mm or 16 mm films	No. 2
	4.	Single-concept films	No. --
Others		Records	No. 3
		Tapes	No. 3
		Microfilm, microfiche	No. 7

			Please Check
Space: Any rooms that have special features, such as		screens	20
		multiple electric outlets	3 laboratories Language Lab.
		opaque shades(drapes)	11
other		new gym.	
		cafeteria	
		commons	T.V. studio

				Please Check
Equipment	1.	VTR (Video Tape Recorder) T.V. system		1
	2.	16 mm projector		4
	3.	8 mm projector		--
	4.	single concept		3
	5.	microfilm readers and microfiche	34	2
	6.	printing facilities -- thermofax, AB Dick, mimeograph, dry mount press, hectograph, copier		

		Please Check
Special facilities for observation and intern work		
1.	experimental pre-school and kindergarten	
2.	nursery schools Maria Nursery	X
3.	counselling offices	
4.	testing rooms	X
other	Psycho educational center service	X
	Reading remediation Development Reading	X

		'71-72	'70
Approximate college ethnic population			
1.	Black American	41	17
2.	Spanish Speaking	2	3
3.	American Indian	1	1
4.	East Indian	0	0
other	Afro	3	
	Oriental	3	

TABLE X

Name of Institution Marygrove College

Library Facilities:

Print -- 1. Books (approximate number of books from 1960 on dealing with ethnic groups, minority groups, in fields of psychology, sociology, and education) No. 745

Cultures -- Black American 567; American Indians 70; Orientals 7; Puerto Ricans 8; Poverty 48; Mexican Indians 8; Latin Americans 5; Africans 37

2. Periodicals (any periodical which may have relevance, for example: U.S.O.E. American Education, Social Education, etc. No. 85

Non-Print --(Any media dealing with any facet of multi-ethnic, multicultural dimensions)

1.	Filmstrips	No. 82
2.	Slide sets	--
3.	8 mm or 16 mm films	--
4.	Single-concept films	--
5.	Tapes	1
other	Records	30

Space: Any rooms that have special features, such as
screens LL 201 (25); opaque shades Lib. Audio
multiple electric outlets R 228 (10); open floor areas 3
Reading Clinic, Speech Clinic
Instructional Materials Center, Language Laboratory, Cafeteria

Equipment

1.	VTR (Video Tape Recorder)	3
2.	16 mm projector	8
3.	8 mm projector	4
4.	single concept	3
5.	microfilm readers	4
6.	printing facilities -- thermofax	7
	mimeograph	2
	hectograph	5

Please Check

Special facilities for observation and intern work

1.	experimental pre-school and kindergarten	X
2.	nursery school	X
3.	counselling offices	X
4.	testing rooms	
other	Reading Room for "minority Groups"	X

Approximate college ethnic population

1.	Black American	No. 171
2.	Spanish Speaking	No. 8
3.	Africa	No. 7
4.	Thailand	No. 3
others	Judea, (3) Greece (3) Italy (2)	

TABLE XI

Name of Institution Mercy College of Detroit

Library Facilities:

Print --	1.	Books (approximate number of books from 1960 on dealing with ethnic groups, minority groups, in fields of sociology, psychology, and education)	No. 280
	2.	Periodicals (any periodical which may have relevance, for example: U.S.O.E. American Education, Social Education, etc.)	No. 45-50
Non-Print		(Any media dealing with any facet of multi-ethnic, multicultural dimensions)	No. 101
	1.	Filmstrips	No. 40
	2.	Slide sets	No. 5
	3.	8 mm or 16 mm films	No. 1
	4.	Single-concept films	No. 0
Others		Recordings	No. 40
		Vertical File	No. 10
		Teaching Aids	No. 5

Space: Any rooms that have special features,	such as screens	Please Check all classrooms
	multiple electric outlets	2
	opaque shades	0
	open floor areas	6
other	Language Lab.	1
	Reading Lab.	1
	Science Labs-Audio/ Tutorial stations	2 Labs.

			Please Check
Equipment	1.	VTR (Video Tape Recorder)	2
	2.	16 mm projector	8
	3.	8 mm projector	2
	4.	single concept	17
	5.	microfilm readers and microfiche	4
	6.	printing facilities -- thermofax Copy-duplicating Center mimeograph to include thermofax, hectograph offset, ditto, addressograph, collating, xerox	

Special facilities for observation and intern work		Please Check
1.	experimental pre-school and kindergarten	1
2.	nursery schools	0
3.	counselling offices	1
4.	testing rooms	2
other	Human Research Lab. (Psychology Dept.)	

Approximate college ethnic population		
1.	Black American	No. 211
2.	Spanish Speaking	3-5
3.	American Indian	0
4.	East Indian	0
other	West Indian	1
	German, Nigerian, Indian, Syrian, Hondurian	11

TABLE XII

Name of Institution Shaw College

Library Facilities:

Print -- 1. Books (approximate number of books from 1960 on dealing with ethnic groups, minority groups, in fields of sociology, psychology, and education) No. 170

2. Periodicals (any periodical which may have relevance, for example: U.S.O.E. American Education, Social Education, etc.)

Non-Print -- (Any media dealing with any facet of multi-ethnic, multicultural dimensions)

1. Filmstrips No.____
2. Slide sets No.____
3. 8 mm or 16 mm films No.____
4. Single-concept films No.____

others Microfilm (3 Periodicals) No. 3

Please check

Space: Any rooms that have special features, such as screens ____
multiple eleotric outlets 3
opaque shades 0
open floor areas 1

Please check

Equipment

1. VTR (Video Tape Recorder X
2. 16 mm projector X
3. 8 mm projector X
4. single concept ____
5. microfilm readers X

printing facilities -- thermofax, mimeograph, hectograph X

7. overhead projector X
8. opaque projector X
9. cassette tape rec. X
10. tape recorder -- reel to reel X

Please check

Special facilities for observation and intern work

1. experimental pre-school and kindergarten ____
2. nursery schools ____
3. counselling offices X
4. testing rooms ____

other _____ ____

Approximate college ethnic population No.____

1. Black American No. 725
2. Mexican American No. 4
3. East Indian No. 5
4. Middle East No. 8

TABLE XIII

Name of Institution COMPOSITE CONSORTIUM COLLEGES -- FACILITIES

Library Facilities:

Print --	1.	Books (approximate number of books from 1960 on dealing with ethnic groups, minority groups, in fields of sociology, psychology, and education)	No. 3,469
	2.	Periodicals (any periodical which may have relevance, for example: U.S.O.E. American Education, Social Education, etc.)	No. 239

Non-Print -- (Any media dealing with any facet of multi-ethnic, multicultural dimensions)

1.	Filmstrips	No. 140
2.	Slide sets	No. 7
3.	8 mm or 16 mm films	No. 9
4.	Tapes	No. 5
5.	Records	No. 70

Space: Any rooms that have special features, such as

	Please Check
screens	81
multiple electric outlets	35
opaque shades	16
open floor areas	14
other _____	

Equipment

		Please Check
1.	VTR (Video Tape Recorder)	9
2.	16 mm projector	23
3.	8 mm projector	6
4.	single concept	9
5.	microfilm readers and microfiche	17
6.	printing facilities -- thermofax	good
	mimeograph	good
	hectograph	good
	(see individual reports)	

Special facilities for observation and intern work

Please check

1.	experimental pre-school and kindergarten	good
2.	nursery schools	good
3.	counselling offices	good
4.	testing rooms	good
other	Language Lab., Speech Clinic, Reading Clinic, Experimental Pre-School, Reading Room for "Minority" Groups, Human Learning Psychology Lab., Psycho Educational Center, Reading Remediation	

Approximate college ethnic population

1.	Black American	No.	1,368
2.	Spanish Speaking		18
3.	American Indian		2
4.	East Indian		350
other	African		10
	Thailand		3
	Other minority groups		98

DEVELOPMENT OF THE INSTITUTE

As a result of meetings of the CORD representatives, after the Personnel and Facilities Surveys were complete, two of the representatives, William Poffenberger, a psychologist from Detroit Institute of Technology, and Phyllis Freeman, a sociologist from Shaw College at Detroit, agreed to work on a handbook, which would detail: 1. A brief background of the proposed Institute; 2. The objectives and hypotheses of the Institute; 3. The Methodology for conducting and evaluating the Institute. Under number three above, there is included a day-by-day schedule chart for the proposed Institute, a day-by-day detailing of proposed learning events, and an outline of the Validation procedures.

DEVELOPMENT OF THE INSTITUTE
(A HANDBOOK)

In the fall of 1971, CORD began a project concerned with the re-education of in-service secondary and elementary school teachers in the metropolitan Detroit area, with respect to the special problems to be encountered, when teaching in a multicultural classroom. The intent was to produce a graduate-level summer institute experience for these teachers. The institute will be staffed by faculty members from the five CORD member schools and ethnic group consultants.

Planning went forward on two fronts. In the area of resources, the faculties of the member colleges were surveyed about their level of experience in the area of working with the major subcultural groups in Michigan. In addition, the physical facilities of the schools were surveyed. This included space, libraries, filmstrips, projectors, VTR equipment, etc. The second area of effort concerned the development of areas of instruction which would be important in the compensatory re-education of the urban teacher.

As of now, the survey of resources is completed and the materials required for instruction of teacher learners have briefly been outlined in a series of models for instruction. These models for instruction include Performance Objectives, Learning Array, and Criterion Measures in each of eight separate areas. Thus, to date, we have available a series of models which outline the conceptual framework of the summer institute for urban teachers. The purpose of this sketch is to apply the existing models, which have been pre-critiqued by minority-group consultants, in such a way that they will be both effective and workable. This sketch is intended for use by the coordinators of the summer workshop in the planning and implementation of the programs indicated by CORD'S initial need survey.

OBJECTIVES

The purpose of the proposed institute is to provide <u>compensatory education</u> for in-service teachers. It is assumed that before compensatory education for children from various cultures may be properly implemented it will be necessary that the involved teachers themselves receive compensatory education in the cultures of their pupils.

We may view this effort over-all as a field experimental-study in which the institute is the manipulation, the eight multicultural dimensions are independent variables, and behaviors within the institute setting and outside the institute, i.e. in the classroom, are dependent variables.

Hypothesis for study:

It is the purpose of this study to discover:

1. If a set of performance objectives for the retraining of experienced teachers in multicultural school systems has been devised, which would be effective in cultural-compensation of institute participants.

2. If a corresponding set of re-learning experiences for attaining these objectives has been described, which will be effective in cultural-compensation of instructor participants.

3. If the program of re-educating in-service teachers in multicultural dimensions, based upon these models, will result in positive behavioral change in the classroom.

ATTITUDES

The body of research relating attitudes to behavior shows no relation between these two variables. Probably this is due to the difficulties inherent in all existing attitude measured techniques. However, it may also be true (e.g. Festiger's theory) that attitude change follows behavior change more readily than the reverse.

Our objectives are to facilitate positive behavioral change among institute participants. Further, we confine ourselves to measurable outcomes. Thus, in this following discussion the reader will find very few of the usual references to attitude change. This is intentional. Our concern is with behavior rather than attitude. Any attitude measurements are behaviorally anchored.

METHOD

Participants

Approximately 30 in-service elementary and secondary teachers will be recruited from the Detroit Public and Parochial Schools and from Metropolitan areas that are distinctly urban and multi-ethnic.

Procedure

The re-learning experiences derived from the eight rater-evaluated multicultural dimensions will be presented as summarized on the Institute Schedule (see Section II). A full agenda follows the Institute Schedule, detailing the daily activities of participants. In addition, Proposed Consultants from each cultural group are listed.

Evaluation:

Three levels of evaluation are proposed.

1. Pre-Post testing of participants on objective data relevant to each of the eight multicultural dimensions (July 2 and August 9).

2. Video taped micro teaching labs in which sample short lessons are presented by each participant. This data is highly quotitative and will serve as the basis of group critique by participants and consultants (at a later date). Labs are scheduled for July 31 to August 3.

3. Classroom effectiveness of the participants following the instructior will be estimated by two methods:

   A. Self-report by the participants.

   B. Pre-Post Institute school records of minority pupils in participants' classes, focusing on attendance, tardiness, achievement, etc. (restricted to non-reactive measures).

THE INSTITUTE

The table (Table XIV), which follows, presents a schedule for the six-week institute in summary form.

The second document more clearly outlines the proposed institute activities on a daily basis. This section also includes proposed consultants for each cultural group listed with the appropriate day's schedule. The appendix gives the original instructional models from which the institute design was derived. Included are the ratings of each model by judges, statistical analysis of the ratings, and a listing of the raters. A word of caution is needed in interpreting the Proposed Schedule clearly from the vantage point of spring, 1972. It is unlikely that highly accurate estimates of the events in summer, 1973, are possible. Better consultants will be found, while some of those proposed will be unavailable (e.g. Mr. Cunningham on July 24 probably will be touring the USSR with his paintings under State Department sponsorship). Better audio-visual material will undoubtedly be produced in the interim. Ethnic restaurants will open and close, and community resources will change radically.

Even with the above constraints and uncertainties, the Institute schedule will probably remain stable. We believe that time will only serve to improve effectiveness of the institute plan.

TABLE XIV
INSTITUTE FOR RE-EDUCATING CERTIFIED URBAN TEACHERS IN MULTICULTURAL DIMENSIONS
PROPOSED INSTITUTE SCHEDULE

Wk.					
1	2 **ORIENTATION** Pre-test	3 **ORIENTATION** Facilities, Etc.	4 FOURTH of JULY	5 LATIN AMERICAN Consultants' Presentation	6 Field Learning Events
2	9 Latin American Consultants' Presentation	10 American Indian Consultants' Presentation	11 Field Learning Events	12 Field Learning Events	13 American Indian Consultants' Presentation
3	16 Black American Consultants' Presentation	17 Black American Consultants' Presentation	18 Black American Consultants' Presentation	19 Field Learning Events	20 Field Learning Events
4	23 Black American Consultants' Presentation	24 Black American Consultants' Presentation	25 Appalachian White Consultants' Presentation	26 Field Learning Events	27 Appalachian White Consultants' Presentation
5	30 Comparative Analysis of 8 Multicultural Dimensions	31 Micro-Teaching Laboratory	1 Micro-Teaching Laboratory	2 Micro-Teaching	3 Micro-Teaching Presentations and Evaluation
6	6 Project Work Session	7 Project Work Session	8 Project Presentations and Critiques	9 Institute Evaluation Post-test	10 Institute Evaluation Institute Picnic

PROPOSED INSTITUTE FORMAT

Monday
July 2 ORIENTATION

History of development of this institute. Review of objectives and scope. Orientation to institute format and model. Get acquainted.

Pre-test (Objective items)

Tuesday
July 3 ORIENTATION

Visit and become familiar with the following:

Marygrove College -- Library
Dining Room
Instructional Technology
A. Laboratory
B. Reading Clinic

Mercy College -- Library
Conference Center

The Detroit Institute of Technology
Library
Psychological Laboratories
Computer Facility

Shaw College -- Library
Communications Laboratory

Thursday
July 5 Latin American Consultants' Presentations

History of Latin Americans (Mexican Americans, Puerto Ricans, Cubans) in the United States Language Aspects of the Latin American Cultures. Motivational Patterns Rooted in the Latin.

American Cultures

Culture - Impacted learning styles patterns of Latin American family relationships, Folkloria of Latin American Cultures. Time Orientation of Latin American Cultures. Cultural-Sexual Aspects of Latin American Cultures. Special Rites and/or Customs of Latin Americans.

Friday
July 6

FIELD LEARNING EVENTS

Holy Trinity Catholic Church. Observation of children and youth in classrooms, day care centers, and/or recreation programs.

Luncheon -- Mexican Village - 15th and Bagley

Monday
July 9

LATIN AMERICAN CONSULTANTS

Relate field learning events to Latin American cultural and psychological input.

Identification of specific teacher behaviors appropriate when working with Latin Americans.

Preparation of vocabulary list teachers should be familiar with when working with Latin Americans.

Probable Latin American Consultants:

Frank Lozano, Mexican-American, Detroit Public Schools

Pierria Montz, Puerto Rican, Director, Ethnic Minority Group In-Service Training of Teachers, Bethlehem, Pa.

Tuesday
July 10

AMERICAN INDIAN CONSULTANTS' PRESENTATION

History of American Indians in the United States Language Aspects of the American Indian Cultures. Motivational Patterns Rooted in the American Indian.

American Cultures

Culture - Impacted learning styles patterns of American Indian family relationships, Folkloria of American Indian Cultures. Time Orientation of American Indian Cultures. Cultural-Sexual Aspects of American Indian Cultures. Special Rites and/or Customs of American Indians.

Wednesday
July 11

FIELD LEARNING EVENTS

Visit Indian Reserve, Mt. Pleasant, Michigan

Thursday
July 12

FIELD LEARNING EVENTS

Open (length of round trip to Mt. Pleasant Reserve may dictate shortening of Thursday's program.

Friday
July 13

AMERICAN INDIAN CONSULTANTS' PRESENTATION

Relate field learning events to American Indian cultural and psychological input.

Identification of specific teacher behaviors appropriate when working with American Indians.

Preparation of vocabulary list teachers should be familiar with when working with American Indians.

Probable American Indian Consultant

Paul Johnson, Chippewa, University of Michigan

Filmstrips: "Minorities Have Made America Great" 6 film strips and records (American Indians, Puerto Ricans, Orientals, and Mexican Americans)

Monday
July 16

BLACK AMERICAN CONSULTANTS' PRESENTATION

History of Black Americans in the United States Language Aspects of Black American Cultures. Motivational Patterns Rooted in the Black American

American Cultures

Culture - Impacted learning styles patterns of Black American family relationships, Folkloria of Black American Culture. Time Orientation of Black American Cultures. Cultural-Sexual Aspects of Black American Cultures. Special Rites and/or Customs of Black Americans.

Tuesday
July 17

SUBSTITUTING BLACK AMERICAN FOR LATIN AMERICAN

Wednesday
July 18

Tapes Paul Johnson, "Black Dialect".

Films: "Confrontation in Color" (An Inter-racial Sensitivity Group)
Film length: 1 hour
"Black Eye" (Detroit area black people)
Film length: 33 minutes
"Black and White Uptight" (Prejudice and Racism)"
Film length: 35 minutes

Filmstrips: "Growing Up Black" 4 filmstrips and records

Thursday
July 19

Visit local Black American churches, community organizations, settlement houses, educational programs (i.e. community Learning Center)

Luncheon: Pelican Restaurant (Soul Food)

Friday
July 20

Observation of children and/or youth in classrooms, day care centers, and/or recreation programs

Luncheon: Rapa House (Creole Food)

Monday
July 23

Relate field experiences to Black American cultural and psychological input. (by Consultants and Participants)

Tuesday
July 24

Identification of specific teacher behaviors appropriate when working with Black Americans.

Probable Black American Consultants

Kamuyu Kangethe, Kenyan, Anthropologist
George Bell, Black American, African and Afro-American History, Black Theology
Woodrow Smith, Black American, Psychology, Black Theology
Roosevelt Richardson, Black-American, Guidance and Counseling
Joann Brabson, Black American, Psychologist
David Mabunda, South African, Sociology and Political Science Community Organization
Tom Waters, Black American, Sociologist, Learning Theory
Arnelle Douglas, Black American, Language Structure
Merrill Jackson, White American, Anthropologist, Folkloria
Devon Cunningham, Black American, Artist
Margaret Ashworth, Black American, Wayne State University
Beulah Tumpkin, Black American, Director, Community Learning Center, Model Cities Program

Wednesday
July 25

APPALACHIAN WHITE CONSULTANTS

History of Appachians in the United States Language Aspects of Appalachian Cultures. Motivational Patterns Rooted in the Appalachians.

American Cultures

Culture - Impacted learning styles patterns of Appalchian family relationships, Folkloria of Appalachian Cultures. Time Orientation of Appalachian Cultures. Cultural-Sexual Aspects of Appalachian Cultures. Special Rites and/or Customs of Appalachians.

Thursday
July 26

FIELD LEARNING EVENTS

Cass Methodist Church
Cass Corridor
Observation of children and/or youth in classrooms, day care centers, and/or recreation programs.

Friday
July 27

APPALACHIAN WHITE CONSULTANTS

Related field learning events to Appalachian White cultural and psychological input.

Friday
July 27
Cont'd.

Identify specific teacher behaviors appropriate when working with Appalachian whites.

Preparation of vocabulary teachers should be familiar with when working with Appalachian Whites.

Monday
July 30

Comparative analysis of multicultural dimensions as related to: A. Latin Americans B. American Indians C. Black Americans D. Appalachian Whites.

Comparison of similarities and differences of appropriate teacher behaviors when relating to various cultural groups separately and in a multicultural classroom.

Compilation and comparison of vocabulary lists as related to four (4) cultural groups.

Tuesday
July 31

MICRO-TEACHING LABORATORY

Introduction to micro-teaching as a technique.

Train institute participants in operation of equipment.

Identify goals/purposes for preparing 5-10 minute lesson to be taped.

Selection and planning by individual participants relating lesson to their professional situation.

Develop model for evaluation/critique of micro-teaching lessons.

Wednesday
August 1

MICRO-TEACHING LABORATORY

Work Session

Thursday
August 2

MICRO-TEACHING LABORATORY

Work Session Completed

Begin presentations and critique/evaluation by participants, coordinators, and director using model developed.

Friday
August 3

MICRO-TEACHING LABORATORY

Complete presentation and critique/evaluation by participants, coordinators, and director using model developed on July 31.

Monday
August 6

INDIVIDUAL OR GROUP PROJECTS

Identification of goals.

Selection and planning of individual and/or group projects.

Monday August 6 Cont'd.	Development of model for evaluation of projects by participants, coordinators, director.
	Project Work Session
Tuesday August 7	PROJECT WORK SESSION
Wednesday August 8	PROJECT PRESENTATIONS AND EVALUATION
Thursday August 9	INSTITUTE EVALUATION
	Post Test (Objective Items)
Friday August 10	INSTITUTE EVALUATION AND PICNIC

OUTLINE OF VALIDATION PROCEDURES

1. Pretests

   A. A behaviorally anchored attitude test, such as The Social Distance Scale, Bogardus (adapted specifically to those ethnic-racial groups which will be studied during the institute, embedding them in a few other ethnic groups).*

   B. A factual, objective, multiple choice test based on the Behavioral Objectives in the eight models.

2. Criterion Measures drawn from the eight models. (See the specific items listed also in the preceding section.) These productions and evaluative procedures will occupy a large part of the last two weeks of the institute.

3. Posttests

   A. A re-administration of the factual, multiple choice test on last day of the institute.

   B. Re-administration of the Social Distance Test or The Scale to Measure Attitudes Toward Defined Groups, four (4) months after the close of the institute.

4. A structured, focused interview (called Self-Report) with each participant between the fourth and eighth month after the close of the institute by either: a. The Director, b. The Sociology Coordinator, or c. The Psychology Coordinator. The questions asked will focus on the application of the institute to the teaching-learning situations of the participants.

5. Analyses

   A. Factual Pretest-Posttest: Analysis of Variance to determine significance of difference.

   B. Attitude Scale: Analysis of Variance

ssible alternative, Remmels 1960 17 item revision of The Scale to Measure titudes Toward Defined Groups, Purdue University Research Foundation.

C. Interviewee Responses to "Focused Interview" questions: Correlational Procedures to determine the degrees to which the Institute satisfied the needs of the different participants according to race or ethnicity.

D. Comparison of the attendance and behavior records of the students of the participants the years preceding and following the institute.

APPENDIX

EXHIBIT A

THE EIGHT VALIDATED PERFORMANCE MODELS

LANGUAGE ASPECTS OF CULTURE

The first of these, the Language Aspects of Culture, seems to be basic, for, since language is a complex system of rule-governed sounds, facial clues, and body gestures, it may differ radically from culture to culture. Linguistically different children, in the same classroom, therefore, may be misinterpreted by their teacher or peers and may, in turn, misinterpret teacher and peer group.

Since a teacher in a multicultural classroom cannot be expected to learn total language systems for each culture present, the following basic areas were detailed: 1. Language-based concepts of various cultures as reflected in certain key-concept words; 2. Culture bridging terminology, such as - borrowed words, interference words, diffused forms and phonological variations; and 3. Some selective knowledge of dialect-based syntaxes.

While studying this model, two ideas must be assumed: 1. that standard English is a kind of universal dialect that can be understood by all speakers of English, whatever their dialect - and - 2. that speakers of non-standard English (the student) can understand standard English better than speakers of standard English (most teachers) can understand non-standard dialects.

MODEL ONE: LANGUAGE ASPECTS OF CULTURE

THE TEACHER-LEARNER	PERFORMANCE OBJECTIVES	LEARNING ARRAY	CRITERION MEASURES
with need to: 1. Understand certain multicultural linguistic concepts and 2. Be able to respond to multicultural linguistic expressions of students.	The teacher of a multicultural classroom will be able: 1. To interpret certain key-concept words of various different cultures in the mode meant by each culture: e.g., Chicano, bolillo, es tiempo, mal (de) ojo, indigenisms, mestizo, La Raza, malinchismo, machismo, capping, aces, fox, tough. 2. To interpret culture-correctly and to accept certain "interference" words, "loan-words," and phonological variations: e.g., boot=boo, poor=poke=pope, cranque=crank, chansa=chance; six=sick, help=hep; r-lessness and l-lessness; ll, ch, and n substitution sounds. 3. To interpret and accept syntactical differences in which standard English clues of subject, verb, and preposition are changed: e.g., possessive deletions; verb suffixes; variable use of "be"; idiomatic expressions.	1. Field experiences in neighborhoods, schools, nursery schools, ethnic-group meetings. 2. Coordinated lectures by Mexican and Puerto-Rican Americans, Black Americans, Appalachian-background American Indians, and other high-density ethnic representatives, e.g., Polish, Oriental, and Maltese. 3. Indirect experiences in the form of films, sound filmstrips, video and audio recordings and readings. 4. Interviews with students of various ethnic backgrounds. 5. Compilation of linguistic key-words and phrases, key body-clues and gestures.	1. Video-taped sequences of the teacher-learner interacting linguistically with multi-ethnic pupils for joint student-learner and supervisor evaluation. 2. Teacher-learners group sharing of field experiences in the linguistic area. 3. Brief pencil-paper tests of knowledge of key-concept words and phrases and non-verbal clues of communication

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	
Implementability	/	/	/	
Culture-group acceptability	/	/	/	

MOTIVATIONAL PATTERNS ROOTED IN CULTURE

The second area identified as strategic in the re-education of teachers in multicultural dimensions is that concerned with motivational patterns rooted in culture. Members of minority group cultures are often caught up in a static circle of aspirational, educational, and economic poverty with respect to the expectations of the anglo-middle-class-oriented school system. Within their own culture, however, there are distinct psycho-social experiences of living which the school must build upon and adapt to, which furnish cultural-rooted reasons for learning. Some major breakdown of these motivational patterns which emerge are:

1. "Recognition"-sources (whose approval counts)
2. Competition as a source of motivation
3. Culture-based "heroes" as models
4. Levels of Aspiration
5. Ascendancy Patterns

MODEL TWO: MOTIVATIONAL PATTERNS ROOTED IN CULTURE

THE TEACHER-LEARNER	PERFORMANCE OBJECTIVES	LEARNING ARRAY	CRITERION MEASURES
with the need to be able to 1. understand and 2. apply, in learning situations, the differing motivational patterns of learners, which stem from their cultural backgrounds.	The teacher in a multicultural classroom should be able: 1. To state the "recognition" sources (whose approval counts) which he, as a teacher, may use as appeal-sources in the teaching-learning situation, e.g., "family" in some cultures, "mother" in others. 2. To discover the culture-based heroes of any cultural groups for use as models and movers in learning situations, e.g., Cesar Chavez, Ben Reifel, and Joe Powsky, Jose Gutierrez, Luis Valdez, Dudley Randall, James Farman, Elridge Cleaver. 3. To place competition-exploitation in the proper framework, omitting or using, as the culture-base demands, e.g., some cultures are non-competitive, others highly competitive. 4. To assess the levels of aspiration of <u>individuals</u> from various culture groups. 5. To recognize culture-rooted ascendancy patterns.	1. Experiences in local multicultural schools to observe ascendancy patterns, effects of competition, and some measurable facets of levels of aspiration. 2. Field experiences in local cultural areas of city to discover the local "heroes." 3. Observation of CAT or TAT tests administered to various students (focus on items relating to aggressive-recessive dimensions). 4. Coordinated lectures by Black Americans, Mexicans, American Indians, etc., who are trained sociologists on various factors in motivation. 5. Read widely in true culture-produced modern literature:e.g., El Grito, Soul on Ice, etc. 6. Projected media dealing with all or any of the above.	1. Teacher-learner and supervisor evaluation of video-taped sequences of teacher-learner employing knowledge of motivational factors in learning situations with children of various cultures. 2. Pencil-paper tests of recognition of cultural-hero-models, theory of motivation as applied to cultural groups. 3. Individual productions or projects, e.g., charts, bibliographies, slides, film, audio-tapes, etc., produced by the teachers, aimed at motivation for students or demonstrating teacher-learner knowledge

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	
Implementability	/	/	/	
Culture-group acceptability	/	/	/	

CULTURE IMPACTED LEARNING STYLES

Before approaching the third area identified as strategic in compensatory education for teachers, culture-impacted learning styles, three major concepts must be accepted --

1. Children of minority cultures can learn as readily as those of a given majority culture because the neurological bases for learning are the same from culture to culture.

2. That there are stimuli in the minority culture environment from which concepts necessary for bridging to the learning situations can be derived.

3. There is a greater need in students from minority cultures for a <u>mediator</u> of learning to adapt the learning environment to the learning needs of those students.

MODEL THREE: CULTURE IMPACTED LEARNING STYLE

THE TEACHER-LEARNER	PERFORMANCE OBJECTIVES	LEARNING ARRAY	CRITERION MEASURES
with the need to: 1. Be able to define certain limitations and strengths of diverse-culture impacted learning styles and 2. Build learning situations based on those defined styles.	The teacher in a multicultural classroom should be able: 1. To recognize that pupils from "interior cultures" are apt to have developed learning styles based on psycho-social experiences, which may be characterized as: highly psychomotor; visual-perceptual rather than aural-perceptual; tactile and kinesthetically oriented; problem-centered rather than content-centered; geared to immediacy in goals and rewards; deductive rather than inductive; single-task oriented; more slowly paced. 2. To adapt school-learning situations to these characteristics whenever present. 3. To recognize and build on areas of experiential background, which may be springboards for learning situations requiring an elaboration facility, e.g., oral and/or written composition, discussion, controversy, etc.	1. Observational and participational experiences with students of diverse cultures to "discover" learning styles characteristic. 2. Coordinated lectures by psychologists of diverse cultural backgrounds on learning theory and learning styles. 3. Field experiences in mini-teaching situations devised by teacher-learners to fit specific learning styles. 4. Research using both print and non-print media as data resources. 5. Small group pooling of findings and techniques.	1. Paper-pencil tests of verbal knowledge of theory and learning styles. 2. Evaluation by supervisor of teacher-learner in building adaptive learning situations; e.g., a complete package of objectives, media, and criterion measures for a given real culture-based learning situation. 3. Observation of the above system in action in a learning situation.

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	
Implementability	/	/	/	
Culture-group acceptability	/	/	/	

TIME ORIENTATION

We live in a speed-oriented society. The dominant culture demands "Instant Coffee," "Instant Re-play," and in school situations, "Speed Learning". On the other hand, the same dominant culture looks on the past as the foundation for its present fortunate condition. Children in this dominant society are taught to look forward to careers and earning power commensurate with their past and present. Cultural minority groups in America, however, do not have:

1. A U.S.A.-rooted "glorious past".
2. A cultural springboard to a "glowing future".
3. A culturally-developed demand for speed.

In schools geared to a highly developed speed-system and curriculum, students not so oriented will inevitably be stigmatized as "slow learners". It is imperative, therefore, that teachers in multicultural classrooms come to understand the time orientation of their students and use this factor to the advantage of the same students.

MODEL FOUR: TIME ORIENTATION

THE TEACHER-LEARNER

with
the need
to:

understand the time orientation of his student

and

use this understanding to the

advantage of those same students

PERFORMANCE OBJECTIVES

The teacher in a multicultural classroom should be able:

1. To identify the sources of and reasons why some children in minority cultures are: a. present and practical-oriented; b. unable to delay gratification; c. geared to a slower approach to problem-solving, e.g., historical perspectives; values such as "Hay mas tiempo que vida;" low career expectations, etc.

2. To adapt learning situations to the principles of: a. immediate reinforcement; b. change of pace and task; c. reality rooted problems.

3. To discover the psychological advantages to approaching problem-solving at a slower pace.

LEARNING ARRAY

1. Coordinated lectures by several psychologists with varying cultural backgrounds.

2. Experimentation with self-produced learning situations: a. geared to different learning rates and b. using manipulation of immediate or long-term goals.

3. Search of psychological literature for specifics of: a. time-orientation; b. span of attention; c. reinforcement and extinction of responses.

4. Direct observation of students' reactions in speed-learning situations.

5. Indirect observations of children under different speed-tasks through videotapes, films, filmstrips, etc.

CRITERION MEASURES

1. Evaluation of a plan for, and a production of, a mini-teaching situation based on principles #2 and #3 of the Learning Array.

2. Report on reactions of children observed under different speed-oriented learning situations.

3. Group analysis of reasons for differing time orientation of different local cultures.

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	
Implementability	/	/	/	
Culture-group acceptability	/	/	/	

PATTERNS OF FAMILY RELATIONSHIPS

The fifth area which emerged as a key aspect of compensation-education for urban teachers was Patterns of Family Relationships. Within the family, individuals structure their personal values, self-concepts, and views of their own culture and the wider society in which they live. In seeking to re-base teaching competencies within a framework of culture, it is necessary, therefore, to know the general description of varied family patterns, which form the background of the pupils in a given multicultural classroom. Again, certain premises need to be posited before approaching the following model:

1. Within any specific culture, there are widely varying classes and structures of "family" -- but
2. Each culture-rooted family has developed, within the framework of its cultural history, patterns in common, with other culture-same families -- and
3. It is possible, then, to study some of these commonalities.

MODEL FIVE: PATTERNS OF FAMILY RELATIONSHIPS

THE TEACHER LEARNER

with
the need
to know the

structures and
patterns of

family
relationships

of the students
in his
multicultural
classroom

PERFORMANCE OBJECTIVES

The teacher of a multicultural classroom will be able:

1. To recognize and restate some basic sociological terms with respect to family structures, e.g.: equalitarian matriarchal, patriarchal, nuclear family, extended family, augmented family, etc.

2. To describe various family structures in the local multicultural neighborhood with respect to: key parent in internal and/or external structure; general status of - authority - permissiveness - submissiveness; cultural concept of parental roles; degrees of family-centeredness and loyalty, male presence or absenteeism.

3. To discover and state values arising from those various family social systems, e.g.: sense of peoplehood, cultural dignity; conduit for cultural heritage and life styles; stable unit for stabilizing society, etc.

LEARNING ARRAY

1. Living in the neighborhood for an extended time or with a family for a shorter time.

2. Coordinated but informal group discussions with representatives from families of different subsystems.

3. Coordinated lectures by sociologists of different cultures.

4. Interaction with various forms of non-human media (print and non-print) for amplifying and coordinating knowledge from above human sources.

CRITERION MEASURES

1. Role playing and simulation production of a given family with a given problem. (will be video-taped and replayed for evaluation.)

2. Pencil-paper test of key words and phrases descriptive of family structures and family values.

	Exc.	Good	Fair	Poor
Cultural Appropriateness				
Implementability				
Culture-group acceptability				

CULTURAL-SEXUAL ASPECTS

Sex-role aspects are an integral part of family relationships, growing from the family and contributing to its structure. Because of wide attitudinal diversities between cultures, however, it seems relevant to focus on these in a separate model. For example, the Mexican-American and Puerto Rican family structures very clearly define the male and female roles. Black American family structures may vary, however, from the attenuated family with the mother fulfilling both male and female roles with respect to the children, to the equalitarian family with equal emphasis on each sex role. In reviewing the following model, it is also necessary to stress, that among all people of all American cultures, there is a growing young-old culture gap, with respect to family, sex, and sex role.

MODEL SIX: CULTURAL SEXUAL ASPECTS

THE TEACHER LEARNER	PERFORMANCE OBJECTIVES	LEARNING ARRAY	CRITERION MEASURES
with a need 1. To understand the importance of the varying male-female role images in various local culture. 2. To accept the views of the several different cultures (as well as the views of the younger members) as they diverge from the views of the dominant culture.	The teacher of a multicultural classroom will be able: 1. To discover the local traditional cultural pattern of sex roles, with respect to home, career, labor, education, and public involvement. 2. To orient those patterns in their historical and cultural frameworks. 3. To discern the attitudinal divergence of the young people of the various cultures from the traditional patterns. 4. To adjust assignments and motivational techniques to the actual views of the pupils (may be the traditional cultural in younger children, the divergent cultural in adolescent).	1. Comparative, structured interviews with younger and older representatives of given local cultures. 2. Coordinated lectures by cultural-representative sociologists. 3. Indirect experiences with respect to sex-role concepts through various forms of media. 4. Research in related literature. 5. Work out a detailed plan of a given lesson with techniques of motivation, procedures, and assignments geared to a given local culture but adjusting to sex-role patterns of students involved.	1. Written report of results of structured interview comparing the results between younger and older representatives of the same given culture. 2. Presentation of adjusted plan to fellow Teacher-Learners for evaluation.

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	
Implementability	/	/	/	
Culture-group acceptability	/	/	/	

FOLKLORIA

Although the folkloria of any country or culture are not history in any true sense of the word, they are indirect reflections of the tone of thought, customs, and conditions of the times to which they belong. Unlike the term folk tales, folkloria include (beyond myths and legends) jokes, proverbs, riddles, taunts, greetings, dance, song, medicine, games, gestures, metaphors, poetry, and other forms capable of oral transmission. To understand the folkloria of a culture, is to come to a "feeling" for the culture. And, since, according to William Bascom, "... folklore serves to sanction and validate religious, social, political, and economic institutions..."[1], it seems imperative that teachers who are committed to the concept of the multicultural classroom should consider the folkloric dimensions of culture as extremely important.

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1. William R. Bascom, "Folklore and Anthropology," The Study of Folklore, Ed.; Alan Dundes (Englewood Cliffs, N.J.: Prentice-Hall, Ind., 1965), p. 26

MODEL SEVEN: FOLKLORIA

THE TEACHER LEARNER	PERFORMANCE OBJECTIVES	LEARNING ARRAY	CRITERION MEASURES
with the need to develop a "feeling" for the modes of thought customs, and aesthetic folk-heritage of several different cultures	The teacher in a multicultural classroom should be able: 1. To place certain folk-characters, motifs, rituals, etc., within the <u>historical</u> framework of the cultural heritage of the several different cultures: The Trickster-Hero, the Grandmother Spider, the Gullah influence, Origins rituals, curandero, corridos, adivenanzas, positive and negative control-signs. 2. To explore some evidence of diffusion and stability, with respect to the Afro, Maya-Toltec, and the Eight Nations folkforms in relation to Eurasian forms. 3. To discover some of the local street myths, songs, dances, and folk heroes of the immediate culture-environment. 4. To make use of these knowledges for building learning situations.	1. Individual research of authentic sources, documents and documentaries (print and non-print including recording, films, etc.) on specific folkloria of local cultural groups. 2. Conversations with the older members of the several local culture groups. 3. Planned visits to the Historical Museum, Children's Museum, Art Institute, the International Institute, etc. 4. Guidance through some of these specific activities by an authoritative folklorist. 5. Consultation with cultural representatives of New Detroit, Inc.	1. Production of a multi-media exhibit featuring folkloria of the metropolitan area. 2. Group sharing with respect to various aspects of the folkloria investigated. 3. Group production of folding wall chart illustrating diffusion and stability of folk forms studied. 4. Individual models of learning situations built on acquired folklore.

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	/
Implementability	/	/	/	/
Culture-group acceptability	/	/	/	/

SPECIAL RITES AND CUSTOMS

It is the general consensus of developmental psychology specialists that early childhood is the time of life when attitudes, values, beliefs, and biases take shape and form. Most children are almost totally within the framework of their own culture from the first three to five years of their lives. When they come to school, therefore, their beliefs and values expressed in certain rituals and customs are already germinally formed. An understanding of these as rooted in church affiliations and celebrations, in family traditions of food, dress, and entertainment, in courtship and dating customs, and in historical components is necessary for a true rapport between teacher and student. The following model, therefore, is both integral and integrating for enabling the teacher to meet his students in their total personality perspectives.

MODEL EIGHT: SPECIAL RITES AND CUSTOMS

THE TEACHER LEARNER with the need to know:	PERFORMANCE OBJECTIVES	LEARNING ARRAY	CRITERION MEASURES
1. Some of the basic but diverse religious beliefs of his student. 2. Some of the traditional family customs, rites, and celebrations. 3. Some of the ethnic group patterns of food, dress, and social exchange.	The teacher in a multicultural classroom should be able: 1. To trace historically some of the main developments of the religious transformations of local culture groups: e.g., Afro-Christian; Maya Mextic-Catholic; intact World Views -- impaired World Views, etc. 2. To name and explain the ideas behind certain forms of religious rites and customs: e.g., arousement worship; personality cults; ceremonial Pow Wow; Virgen de Guadalupe; Spiritualism. 3. To name and accept different kinds of family food styles and clothing preferences. 4. To discover the culture-rooted, culture-acceptable forms of social exchange: e.g., amusements; party-forms; dating and courtship.	1. Take part in the religious services of several different local cultural groups. 2. Interview the religious leaders of these services. 3. Research the historical perspectives of present religious affiliations and beliefs through print and non-print media. 4. Presentations by leaders of some of the new aspects of religion: e.g., Black Muslims and West Coast Coalition of Priests and Sisters. 5. Be invited by homemakers within the various cultures for typical family meals. 6. Group discussions involving local cultural-diverse representatives of families.	1. Production of a cross-media program of local religious and family celebrations. 2. Production and showing of charts depicting: a. historical development of religious transformations; b. adaptations of costume transformations. 3. Group compilation of a multicultural dictionary of key customs, rituals, and beliefs of local groups.

	Exc.	Good	Fair	Poor
Cultural Appropriateness	/	/	/	
Implementability	/	/	/	
Culture-group acceptability	/	/	/	

EXHIBIT B

LIST OF RATERS; DIRECTIONS FOR RATING; TABLE OF NUMERICAL RATINGS;
AND SUMMARY OF STATISTICAL ANALYSES

The eight consultant raters were as follows:

Dr. Richard James, co-director of the AACTE-University of Pittsburgh joint Urban Educational Leadership Development Project, and staff officer for the Commission on Multicultural Education (Black American).

Dr. Charles F. Leyba, Member AACTE Commission on Multicultural Education; Associate Professor of Education, California State College at Los Angeles (Mexican American).

Dr. Manuel Ramirez III, Ph.D., Associate Professor of Mexican-American Studies and Psychology Director Bicultural/Bilingual Project, University of California, Riverside (Mexican American).

Dr. William S. Billups, Regional Superintendent, Detroit Public Schools (Black American).

Mr. Frank Lozano, Doctoral Student in Mexican-American Studies for Detroit Area, Regional Assistant, Detroit Public Schools (Mexican American)

Dr. Elmer McDaid, Assistant Superintendent of Division for Improvement of Instruction, Detroit Public Schools (White American).

Mr. Paul Johnson, Doctoral Student at University of Michigan, prominent member of MEDI Society. (Chippewa Indian).

Mr. Roosevelt Richardson, Director, College Prep Program, Mercy College of Detroit (Black American).

Other persons consulted were as follows:

Dr. Desmond Noonan, Assistant Superintendent, Allentown Public Schools, Allentown, Pennsylvania.

Mrs. S. P. Montz, Coordinator of Minority Group Education, Bethlehem Public Schools, Bethlehem, Pennsylvania

Dr. Micheal Massorati, Assistant Professor, College of Education, University of Wyoming

Dr. Henry Pacheco, Ethnic Cultural Media Center, University of Wyoming

Mr. John Warren, Arapahoe Indian

Mr. Leroy Lincoln, Shoshone Indian

Each Rater (see following page) was given each Model and its explanation together with this set of directions.

DIRECTIONS for Rating the Eight Performance Models for Re-Educating Certified Urban Teachers in Multicultural Dimensions.

1. There is a brief introduction and general rationale.

2. Preceding each of the Models (pp 4, 6, 8, 10, 12, 14, 16, 18 respectively) there is a particularized rationale.

3. Each model has the same format:

   A. The teacher-learner with a need

   B. The new behaviors he should achieve (Performance Objectives)

   C. The means that will be used to achieve these goals (Learning Array)

   D. The evaluative procedures (Criterion Measures)

   E. A rating scale

4. The rating scale consists of three phases, each of which may be rated Excellent, Good, Fair, or Poor.

   A. Cultural Appropriateness: how appropriate, how applicable is the model in general for guiding teachers to achieve a many-culture perspective? (The Performance Objectives are the focus elements here.)

   B. Implementability: Do the means (Learning Array) for each seem possible, practical, and sufficiently capable of being coordinated?

   C. Culture-group acceptability: How do you think individual culture group members would feel about teachers receiving such a training?

5. In studying the Objectives and the Learning Array of each, please keep in mind that the "e.g.'s" are random selections, illustrative only, and do not exhaust or limit the examples to be used.

TABLE XV

RATINGS OF MODELS FOR RE-EDUCATING URBAN TEACHERS

	MODEL I				MODEL II				MODEL III				MODEL IV				MODEL V				MODEL VI				MODEL VII				MODEL VIII			
R	A	I	C	T	A	I	C	T	A	I	C	T	A	I	C	T	A	I	C	T	A	I	C	T	A	I	C	T	A	I	C	T
I	2	1	3	6	3	3	3	9	4	2	3	9	4	1	3	8	3	2	2	7	2	1	3	6	4	3	4	11	4	3	4	11
B	4	3	3	10	3	2	2	7	2	3	1	6	2	3	3	8	4	3	3	10	3	3	3	9	4	3	4	11	2	1	1	4
B	4	4	4	12	4	3	4	11	4	3	2	9	4	4	3	11	4	4	4	12	4	3	2	9	4	4	4	12	4	4	4	12
B	3	4	3	10	3	3	3	9	4	4	4	12	4	4	4	12	4	4	4	12	4	4	4	12	4	4	4	12	4	4	4	12
M	3	4	3	10	3	3	4	10	4	4	4	12	3	4	4	11	4	4	4	12	4	3	3	10	4	4	4	12	3	4	3	10
M	3	1	2	6	4	2	3	9	4	3	4	11	4	2	2	8	4	1	4	9	4	1	2	7	4	4	4	12	4	4	4	12
M	4	4	3	11	4	3	4	11	4	4	4	12	4	4	4	12	4	3	4	11	4	4	4	12	4	4	4	12	4	4	4	12
W	3	4	3	10	4	4	4	12	4	3	4	11	4	4	4	12	4	4	3	11	4	3	3	10	3	4	3	10	4	4	3	11
	26	25	24	75	28	23	27	78	30	26	26	82	29	26	27	82	31	25	28	84	29	22	24	75	31	30	31	92	29	28	27	84

R = RATERS I = INDIAN B = BLACK AMERICAN M = MEXICAN AMERICAN W = WHITE AMERICAN

SUMMARY OF STATISTICAL ANALYSES

Eight judges were asked to rate each of eight models on the bases of three criteria: applicability, implementability, and cultural acceptability, assigning a score of 1, 2, 3, or 4 within each category. The total score assigned by an individual judge to a given model could thus vary from a low of 3 (1, 1, 1) to a high of 12 (4, 4, 4). Since the scores represent an ordinal measurement, the appropriate analysis is that of ranks. There were two questions to be asked:

(1) Do the judges show any communality of judgement, that is, are they using the same criteria for judging?

(2) And if so, what represents the best estimate we can make of the true ranking of the models?

Since, to answer question one above, it was necessary to determine the degree of association between multiple sets of variables simultaneously, Kendall's Correlation Coefficient of Concordance was used.

To answer question two, Kendall demonstrates that if W has been found to be significant, then the best estimate of true ranking is given by ranking the models according to the sums of the ranks allotted by the judges.

Based on W corrected for ties, there is a significant measure of agreement (5%) among the judges in ranking the models relative to the total scores for all three properties. In this case, the best estimate for ranking the models is: VII, VIII, and V, III and IV, II, VI and I.

Based on W corrected for ties, there is a significant level of agreement among the judges in ranking the models relative to Implementability (5%). In this case, the best estimate for ranking the models according to their Implementability is: VII, VIII, IV, I, V, II and III, VI.

Although not statistically significent, there was agreement among the judges with respect to Appropriateness close to the 10% level. The rankings for this category are: V, VII, III, VI, (IV and VIII), II, and I.

Again the agreement on Cultural Acceptability was between 10% and 20% and thus statistically non-significent. The sum of rankings for this category results in the following order: VII, V, IV, (III and VIII), II, VI, and I.

Although not statistically significent, there was agreement among the judges with respect to Appropriateness and Cultural Acceptability between the 10% and 20% levels of confidence.

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